



Benchmark
EDUCATION
Building Literacy for Life

629 Fifth Avenue • Pelham, New York 10803

Scope and Sequence
for
Benchmark Literacy

Benchmark

WRITER'S Workshop™

for Grades K–6

Mini-Lesson

Scope and Sequence

Text Type	Genre	K	1	2	3	4	5	6
Narrative	Journal	●	●					
	Personal Narrative		●	●	●	●		
	Realistic Fiction			●	●			
	Historical Fiction						●	●
	Memoir						●	●
	Science Fiction						●	
Informational	Informational Report	●	●	●	●	●	●	
	Procedural			●	●	●		
	Biography						●	●
	Research Report							●
Opinion/ Argument	Book Review	●	●			●		
	Persuasive Essay							●
	Persuasive Letter			●	●		●	

Benchmark Writer's Workshop™ Mini-Lesson Scope and Sequence K-6

Skills and Strategies	K	1	2	3	4	5	6
Genres							
Narrative							
Journal	•	•					
Personal Narrative		•	•	•	•		
Realistic Fiction			•	•			
Science Fiction					•		
Historical Fiction						•	•
Memoir						•	•
Informational							
Informational Report	•	•	•	•	•	•	
Procedural/How-To			•	•	•		
Biography						•	•
Research Report							•
Persuasive							
Book Review	•	•			•		
Persuasive Letter			•	•		•	
Persuasive Essay							•
Process Writing							
Brainstorm Ideas							
Learn to brainstorm as the first step in the writing process	•	•	•	•	•	•	•
Use personal experiences to brainstorm	•	•	•				
Use pictures and/or photographs to brainstorm	•			•			
Use familiar books to brainstorm	•	•			•		
Use personal interests and knowledge to brainstorm	•	•	•	•	•	•	•
Use simulations to brainstorm		•					
Use informational books to brainstorm			•				
Role-play to brainstorm			•				
Use what you know to brainstorm			•	•			
Use real-world problems to brainstorm				•			
Use your feelings to brainstorm				•			
Use what you don't know to brainstorm					•		
Use science and technology knowledge to brainstorm					•		
Use family history to brainstorm historical events						•	
Identify problems/solutions at school to brainstorm						•	
Make a personal time line to brainstorm						•	•
Use what you've studied in school to brainstorm						•	•
Use people you've learned about to brainstorm							•

Benchmark Writer's Workshop™ Mini-Lesson Scope and Sequence K-6

Skills and Strategies	K	1	2	3	4	5	6
Narrow the Focus							
Talk about your ideas to narrow the focus		•	•	•	•	•	•
Learn to evaluate ideas and narrow the focus after brainstorming			•	•	•	•	•
Use an ideas evaluation checklist to narrow your focus			•	•	•		
Use an ideas evaluation rubric to narrow your focus						•	•
Organize Ideas							
Learn to organize ideas orally or in writing before drafting	•	•	•	•	•	•	•
Talk before you write	•	•	•	•	•	•	•
Use a main idea and supporting details chart			•	•	•		
Use a steps-in-a-process chart			•	•	•		
Use a sequence-of-events chart				•	•		
Use a sensory ideas chart			•				
Use a story frame or planner			•	•	•		
Use a problem-and-solution/facts-and-details chart			•	•		•	
Use a book review judgments/supporting evidence chart					•		
Use a character development frame						•	
Use a narrative memoir frame						•	•
Use a historical fiction story frame						•	•
Use a research topic and findings chart						•	•
Use a time line						•	•
Use a persuasive essay planning chart							•
Draft							
Learn to draft ideas based on an idea that was developed and organized	•	•	•	•	•	•	•
Use an organizing ideas graphic organizer to draft		•	•	•	•	•	•
Draw it to write it	•		•				•
Develop strong characters			•			•	
Create a strong nonfiction ending			•				
Think and talk about it to write it			•		•	•	•
Role-play, draw, and write			•				
Write first, revise and edit later				•			
State and elaborate on a problem				•			
Create a strong lead				•	•		
Write a strong ending				•	•		
Visualize during drafting				•	•		
Write a strong beginning					•		
Storyboard						•	
Avoiding plagiarism						•	

Benchmark Writer's Workshop™ Mini-Lesson Scope and Sequence K-6

Skills and Strategies	K	1	2	3	4	5	6
Draft (continued)							
Reread during drafting						•	•
Going beyond paraphrasing: Adding your own thoughts							•
Using questions as a strong lead							•
Revise							
Learn how to revise a work to make it better	•	•	•	•	•	•	•
Revise for word choice	•	•	•	•	•	•	•
Revise for voice	•	•	•	•	•	•	•
Revise for sentence structure	•	•	•	•	•	•	•
Edit							
Learn to edit a work to correct errors	•	•	•	•	•	•	•
Edit for correct punctuation	•	•	•	•		•	
Edit for capitalization	•		•	•			
Edit for spelling of grade-appropriate words		•	•	•	•	•	
Edit for personal pronoun use	•	•					
Edit for commas in a series			•				
Edit for correct grammar				•			•
Edit for capitalization, punctuation, and spelling					•	•	
Edit for paragraphing and indenting					•	•	•
Edit for spelling of technical terms						•	•
Use editing marks							•
Publish/Share							
Learn ways to publish and/or share a work as the final step in the writing process	•	•	•	•	•	•	•
Address an envelope			•				
Add illustrations			•	•			
Add text features			•			•	
Add graphic features			•			•	
Create a title			•	•		•	•
Write character introductions				•			
Write an "About the Author" blurb				•			•
Publish on a computer				•			
Create a class book with title page and table of contents					•		
Match page borders to genre style or theme					•		•
Illustrate the borders of a final draft					•		
Choose parts of a story to illustrate					•		
Use different types of paper					•		
Write a postscript						•	

Benchmark Writer's Workshop™ Mini-Lesson Scope and Sequence K-6

Skills and Strategies	K	1	2	3	4	5	6
Publish/Share (continued)							
Write front/back cover information						•	
Prepare a formal letter to the editor						•	
Prepare an essay for magazine publication							•
Include authentic artwork							•
Author's Craft							
Voice							
Learn that all good writers focus on the voice in their work	•	•	•	•	•	•	•
Voice my opinion	•	•					
Share feelings and emotions	•		•				
Use drawings that tell the story	•						
Ask the reader a question	•						
Make a connection to the audience	•			•	•		
Make the message clear by using sensory descriptions		•					
Add feelings/emotions to a story		•					
Help your audience with simple directions		•					
Write the way you speak		•	•				
Write to your audience			•				
Add comments as if from experience			•				
Establish a tone			•	•	•		
Use first person point of view			•				•
Use third person point of view				•		•	•
First person vs. third person: How are they different?				•			
Convey your purpose through an introductory sentence				•			
Establish your presence in the text				•			
Use the voice of an expert in informational texts				•		•	
Interject persuasive comments					•		
Interjecting questions to the reader					•		
Interject your thoughts and feelings to persuade					•	•	
Interposing your analysis						•	
Use dialogue to establish the voice of characters						•	
Use <i>we</i> to create an alliance with your audience						•	
Use sarcasm to downplay the value of an opposing view						•	
First person vs. third person: Which is right for your story?							•
Share thoughts and feelings as you narrate factual events or evidence							•
Describing an event as it occurred and reflecting on the same event from the vantage of years later							•

Benchmark Writer's Workshop™ Mini-Lesson Scope and Sequence K-6

Skills and Strategies	K	1	2	3	4	5	6
Voice (continued)							
Take risks to create voice in an informational text							•
Use sarcasm to set a tone							•
Word Choice							
Learn that good writers choose the best words to support their message	•	•	•	•	•	•	•
Choose the best word	•						
Use descriptive words	•	•	•		•		
Choose adjectives	•	•	•		•		
Use words you're not sure how to spell	•		•				
Use <i>some</i> , <i>many</i> , and <i>all</i> for accuracy (indefinite pronouns)		•					
Choose words that help readers understand your meaning		•					
Include onomatopoeia			•				
Include interjections			•				
Use sensory words			•				
Choose precise words			•	•			
Choose words that deepen meaning			•	•			•
Use strong verbs				•			
Use dialogue				•	•		
Choose words to describe emotions				•		•	
Antecedent/pronoun agreement					•		
Choose words for antecedent/pronoun clarity					•		
Use figurative language: idioms					•	•	
Selecting striking words and phrases					•		•
Use specific and accurate language					•		•
Use figurative language: Similes						•	
Use figurative language: Personification						•	
Advanced nouns						•	
Use both formal and informal language in a letter						•	
Use direct quotes from a biographical subject or someone who knew the subject						•	
Choose words to describe places						•	•
Choose words to describe people						•	•
Choose words to describe events							•
Choose verb tense							•
Use academic language							•
Use the negative or opposite to minimize an opposing viewpoint							•
Use description to flesh out an argument							•

Benchmark Writer's Workshop™ Mini-Lesson Scope and Sequence K-6

Skills and Strategies	K	1	2	3	4	5	6
Word Choice (continued)							
Use description to set up an issue/problem							•
Choose words to describe personality characteristics							•
Choose words that describe a subject's impact on the world							•
Sentence Structure/Fluency							
Write questions	•						
Use sequence words	•						
Write exclamatory sentences	•	•					
Write sentences that flow	•	•					
Begin sentences with "I"	•	•	•				
Begin sentences with different words	•	•	•	•	•		
Expand sentences by adding detail	•	•	•	•		•	
Learn that all good writers focus on their sentence structure	•	•	•	•	•	•	•
Vary your sentence length		•	•		•		•
Begin sentences with <i>but</i>			•				
Use questions for emphasis			•				
Use commands			•	•			
Combine sentences				•			
Statements, exclamations, and questions				•			
Break sentence structure rules: Beginning sentences with <i>and</i> or <i>but</i>				•	•		
Use transition words and phrases					•		
Break sentence structure rules: Using fragments deliberately					•		
Use transition words and phrases					•		
Write captions					•		
Use multiple tenses					•		
Use dependent clauses					•	•	
Use questions to drive the text						•	
Break sentence structure rules: Dialogue						•	
Recognize and avoid run-on sentences						•	
Write compound sentences						•	•
Write complex sentences with compound objects							•
When to start a new paragraph							•
Use similar sentence patterns for effect							•
Grammar & Conventions							
Grammar							
Common verbs	•						
Question words	•						

Benchmark Writer's Workshop™ Mini-Lesson Scope and Sequence K-6

Skills and Strategies	K	1	2	3	4	5	6
Grammar (continued)							
Prepositions	*	*					
Common nouns	*	*		*			
Regular plural nouns (-s, -es)	*		*		*		
Irregular plural nouns				*	*		
Past, present, and future tense verbs		*					
Personal pronouns		*					
Conjunctions		*					
Number adjectives		*					
Possessive pronouns		*					
Singular subject/verb agreement		*					
Demonstratives (that, those)		*					
Articles		*		*			
Proper nouns			*				
Verb <i>to be</i>			*				
Singular nouns			*				
Subject/verb agreement			*				
Future tense verbs			*				
Present tense verbs			*				
Adverbs			*	*			
Adjectives			*	*	*		
Regular past tense verbs			*	*		*	
Objective pronouns				*			
Noun/pronoun agreement				*	*		
Irregular past tense verbs				*		*	
Regular and irregular verbs					*		
Comparatives and superlatives					*		
Singular possessive nouns					*		
Plural possessive nouns					*		
Appositives					*		
Prepositional phrases					*		
Indefinite pronouns						*	
Active vs. passive verbs						*	
Participial phrases						*	
Future perfect tense						*	
Tricky verbs						*	
Compound subjects						*	

Benchmark Writer's Workshop™ Mini-Lesson Scope and Sequence K-6

Skills and Strategies	K	1	2	3	4	5	6
Grammar (continued)							
Past perfect tense						•	•
Demonstrative pronouns							•
Dependent clauses in the middle of a sentence							•
Present perfect tense							•
Multiple adjective phrases							•
Multiple prepositional phrases in one sentence							•
Identifying parts of speech							•
Conventions							
Use uppercase letter for pronoun "I"	•						
Use exclamation points	•	•	•				
Use an uppercase letter at the beginning of a sentence	•	•	•				
Use correct end punctuation	•	•	•	•			
Use question marks		•	•				
Capitalize proper nouns (names of people)		•	•				
Use a comma after sequence words				•			
Use commas in a series					•		
Correct spellings of common words			•				
Simple contractions			•				
Use <i>too</i>			•				
Use commas in letter greetings and closings			•				
Use parentheses				•			
Use coordinating conjunctions (and, or)				•			
Capitalization of people and place names				•			
Use commas in compound sentences				•	•		
Punctuate dialogue				•		•	
Use colons					•		
Use commas with appositives					•		
Apostrophes in contractions					•	•	
Use ellipses					•		•
Use em dashes					•		•
Abbreviations					•		•
Plural possessives						•	
Words in quotation marks						•	
Italicizing words						•	
Use dashes						•	
Punctuation of people's titles						•	

Benchmark Writer's Workshop™ Mini-Lesson Scope and Sequence K-6

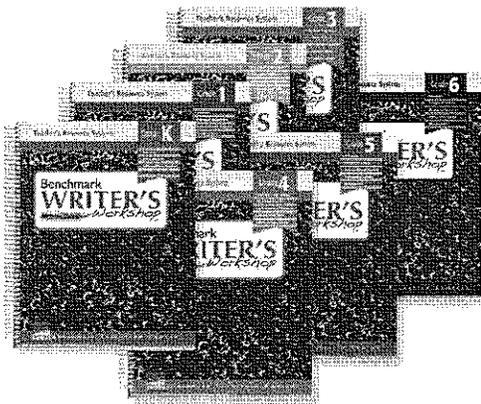
Skills and Strategies	K	1	2	3	4	5	6
Conventions (continued)							
Use semicolons						•	•
Numbers vs. numerals in running text							•
Use BCE/CE or BC/AD							•
Use parentheses for parenthetical supporting information							•
Refer to monetary denominations in running text							•
Multiple uses of apostrophes							•
Command sentences							•
Capitalization of titles							•
Research							
Read books to find facts		•					
Take notes from an illustration or photograph			•				
Note-taking in nonsentence format			•				
Take notes based on a research question				•			
Organize notes into categories using cluster notes				•			
Choose credible sources to interview				•			
Conduct interviews: Asking the right questions and recording answers				•			
wCredible vs. noncredible Internet sources					•		
Use key words effectively					•		
Research by trial and error: Conducting an experiment					•		
Research by trial and error: Analyzing your results					•		
Cite sources in a bibliography					•	•	•
Keeping track of notes and sources						•	
Conduct selective research: Quoting experts to support a position						•	
Formulate good research questions						•	•
Research historical events and time periods						•	•
Research daily life in the past						•	•
Conduct selective research: Finding facts to support your position						•	•
Conduct selective research: Support a position with statistical information in chart or graph format							•
Research primary sources							•
Using multiple sources							•

Provide Gradual-Release Instruction for the Process, Craft, and Conventions of Writing

Help students write and read the 3 key text types found in the Common Core Standards:

- Informational
- Opinion/Argument
- Narrative

Explicit Mini-Lessons



Professional Development



Four Daily Steps to Writing Success

1. Mini-Lesson--Focus

Teacher models concepts about print and strategies for prewriting, drafting, revising, and editing.



2. Mini-Lesson--Rehearse

Students practice the skill or strategy through peer collaboration.



3. Independent Writing and Conferring

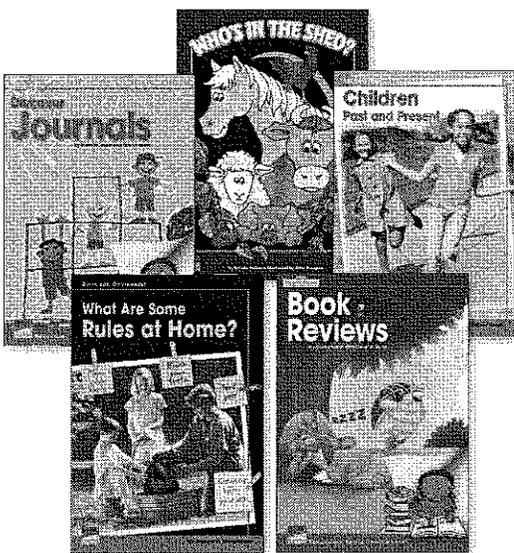
Students apply mini-lessons as they develop their own texts following the steps of process writing.



4. Share

Teacher and students reflect on their independent writing experiences, successes, and challenges.

Shared Reading Mentor Big Books



Mentor Read-Alouds



BE0800



Benchmark Literacy

Getting Started

Grades K-6

Benchmark Literacy Grade 1 Year at a Glance

Unit Strategies Focus	Unit-Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Phonics Workshop (Review and new skills for Phonemic Awareness and Phonics)
<ul style="list-style-type: none"> • Ask Questions • Identify Stated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Ask questions/Identify stated main idea & supporting details 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Initial l-family blends • Segment onset and rime
	1.2	2	Ask questions	<ul style="list-style-type: none"> • Big Book: <i>Habitats Around the World</i> (Nonfiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Initial r-family blends • Blend onset and rime • Blend and segment phonemes
	1.3	3	Ask questions	<ul style="list-style-type: none"> • Reader's Theater: <i>Old MacDonald's Noisy Farm</i> • Fluency Poster: Speed/Pacing—Fast, Slow, Varied 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Initial s-family blends • Sound substitution
<ul style="list-style-type: none"> • Visualize • Analyze Character 	2.1	4	Visualize	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Visualize/Analyze character 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Final s-family blends • Identify final sounds • Blend onset and rime
	2.2	5	Visualize	<ul style="list-style-type: none"> • Big Book: <i>The Three Billy Goats Gruff</i> (Fiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Identify final sounds • Blend and segment onset and rime • Initial sound substitution
	2.3	6	Visualize/Ask questions	<ul style="list-style-type: none"> • Reader's Theater: <i>Old Mother Hubbard's Hungry Family</i> • Fluency Poster: Pausing—Short Pause 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Identify final sounds (consonant clusters) • Blend and segment onset and rime • Initial sound substitution
<ul style="list-style-type: none"> • Determine Text Importance • Identify Sequence of Events 	3.1	7	Determine text importance	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Determine text importance/Identify sequence of events 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Identify 3-letter blends • Blend and segment phonemes • Initial sound substitution
	3.2	8	Determine text importance	<ul style="list-style-type: none"> • Big Book: <i>The Life Cycle of a Butterfly</i> (Nonfiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Identify long a • Medial sound substitution • Differentiate medial sounds
	3.3	9	Determine text importance/Visualize	<ul style="list-style-type: none"> • Reader's Theater: <i>Baa Baa Black Sheep Sells Her Wool</i> • Fluency Poster: Pausing—Full Stop 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Identify long o • Medial sound substitution • Differentiate medial sounds
<ul style="list-style-type: none"> • Summarize & Synthesize • Analyze Story Elements 	4.1	10	Summarize & synthesize	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Summarize & synthesize/Analyze story elements 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Identify long i • Medial sound substitution • Differentiate medial sounds
	4.2	11	Summarize & synthesize	<ul style="list-style-type: none"> • Big Book: <i>The Little Red Hen</i> (Fiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Identify ending vowel • Blend and segment phonemes • Identify final sounds
	4.3	12	Summarize & synthesize/Determine text importance	<ul style="list-style-type: none"> • Reader's Theater: <i>Looking for the Muffin Man</i> • Fluency Poster: Inflection/Intonation—Pitch 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Identify final sounds /k/ • Identify medial sounds • Final sound substitution
<ul style="list-style-type: none"> • Make Connections • Make Inferences 	5.1	13	Make connections	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make connections/Make inferences 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Identify initial and final digraph sounds • Differentiate final sounds • Initial sound substitution
	5.2	14	Make connections	<ul style="list-style-type: none"> • Big Book: <i>Life in a Suburban Community</i> (Nonfiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Identify initial sounds • Differentiate final sounds • Initial sound substitution
	5.3	15	Make connections/Summarize & synthesize	<ul style="list-style-type: none"> • Reader's Theater: <i>Humpty Dumpty's Fall</i> • Fluency Poster: Inflection/Intonation—Volume 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Identify long vowel sounds • Differentiate long vowel sounds • Medial sound substitution

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Phonics Workshop (Review and new skills for Phonemic Awareness and Phonics)
<ul style="list-style-type: none"> Fix-Up Monitoring Summarize Information 	6.1	16	Fix-up monitoring	<ul style="list-style-type: none"> Comprehension Anchor Posters: Fix-up monitoring/ Summarize information 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify long o vowel sounds Differentiate long vowel sounds Medial sound substitution
	6.2	17	Fix-up monitoring	<ul style="list-style-type: none"> Big Book: <i>Needs Past and Present</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify long e vowel sounds Differentiate long vowel sounds Medial sound substitution
	6.3	18	Fix-up monitoring/ Make connections	<ul style="list-style-type: none"> Reader's Theater: <i>Hickory Dickory Dock; or, Go, Mouse, Go!</i> Fluency Poster: Inflection/ Intonation—Stress 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify long i vowel sounds Blend and segment phonemes Initial sound substitution
<ul style="list-style-type: none"> Make Inferences Make Predictions 	7.1	19	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make inferences/ Make predictions 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify final vowel sounds Final sound substitution
	7.2	20	Make inferences	<ul style="list-style-type: none"> Big Book: <i>The Three Shapely Pigs</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Differentiate medial sounds Medial sound substitution
	7.3	21	Make inferences/ Fix-up monitoring	<ul style="list-style-type: none"> Reader's Theater: <i>Lunch with Little Miss Muffet</i> Fluency Poster: Phrasing—High-Frequency Word Phrases 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Differentiate medial sounds Medial sound substitution
<ul style="list-style-type: none"> Determine Text Importance Compare & Contrast 	8.1	22	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/ Compare & contrast 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Initial sound substitution
	8.2	23	Determine text importance	<ul style="list-style-type: none"> Big Book: <i>Plants and the Seasons</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify r-controlled vowels Identify final sounds Final sound substitution
	8.3	24	Determine text importance/ Make inferences	<ul style="list-style-type: none"> Reader's Theater: <i>Bear Goes Over the Mountain</i> Fluency Poster: Expression—Anticipation and Mood 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify r-controlled vowels Identify final sounds Final sound substitution
<ul style="list-style-type: none"> Make Connections Identify Cause & Effect 	9.1	25	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/ Identify cause & effect 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Blend and segment phonemes Initial sound substitution
	9.2	26	Make connections	<ul style="list-style-type: none"> Big Book: <i>What Are Some Rules at School?</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Medial sound substitution
	9.3	27	Make connections/ Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Itsy Bitsy Spider Climbs Again</i> Fluency Poster: Expression—Characterization and Feelings 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Medial sound substitution
<ul style="list-style-type: none"> Make Inferences Draw Conclusions 	10.1	28	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make inferences/ Draw conclusions 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (diphthongs) Medial sound substitution
	10.2	29	Make inferences	<ul style="list-style-type: none"> Big Book: <i>Plants in Their Habitats</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (diphthongs) Medial sound substitution
	10.3	30	Make inferences/ Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>Mary Has a Little Lamb</i> Fluency Poster: Expression—Dramatic Expression 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Listen for soft consonant sounds Blend and segment phonemes Initial sound substitution

Benchmark Literacy Grade 2 Year at a Glance

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See Int. Leveled Text Files)	Phonics Workshop (See Int. Leveled Text Files for Phonics)
<ul style="list-style-type: none"> Ask Questions Identify Stated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> Comprehension Anchor Posters: Ask questions/Identify stated main idea & supporting details 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Short vowels Closed-syllable patterns
	1.2	2	Ask questions	<ul style="list-style-type: none"> Big Book: <i>Bringing Back the Whooping Crane</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Long vowels CVe syllable patterns
	1.3	3	Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Under the Sea with Jacques Cousteau</i> Fluency Poster: Speed/Pacing—Fast, Slow, Varied 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Long vowels Open-syllable patterns
<ul style="list-style-type: none"> Visualize Analyze Character 	2.1	4	Visualize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Visualize/Analyze character 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Consonant digraphs th, wh, ck, nd Long a digraph syllable patterns
	2.2	5	Visualize	<ul style="list-style-type: none"> Big Book: <i>Why Spiders Have Small Waists</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Long vowels
	2.3	6	Visualize/Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Why Mosquitoes Buzz in People's Ears</i> Fluency Poster: Pausing—Short Pause 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Long o digraph syllable patterns Long e digraph syllable patterns
<ul style="list-style-type: none"> Determine Text Importance Identify Sequence of Events 	3.1	7	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Identify sequence of events 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Long e digraph syllable patterns Long i digraph syllable patterns
	3.2	8	Determine text importance	<ul style="list-style-type: none"> Big Book: <i>An Oak Tree Has a Life Cycle</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Long i digraph syllable patterns r-controlled a syllable patterns
	3.3	9	Determine text importance/Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>The Day I Followed the Pickle</i> Fluency Poster: Pausing—Full Stop 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> r-controlled a syllable patterns r-controlled o syllable patterns
<ul style="list-style-type: none"> Summarize & Synthesize Analyze Story Elements 	4.1	10	Summarize & synthesize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Summarize & synthesize/Analyze story elements 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> r-controlled o syllable patterns r-controlled e, i, u syllable patterns
	4.2	11	Summarize & synthesize	<ul style="list-style-type: none"> Big Book: <i>Jack & the Beanstalk</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> r-controlled e, i, u syllable patterns r-controlled /ar/ syllable patterns
	4.3	12	Summarize & synthesize/Determine text importance	<ul style="list-style-type: none"> Reader's Theater: <i>Yeh-shen</i> Fluency Poster: Inflection/Intonation—Pitch 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> r-controlled /ar/ syllable patterns Vowel diphthong /oi/ syllable patterns
<ul style="list-style-type: none"> Make Connections Make Inferences 	5.1	13	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/Make inferences 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Vowel diphthong /oi/ syllable patterns Vowel diphthong /ou/ syllable patterns
	5.2	14	Make connections	<ul style="list-style-type: none"> Big Book: <i>Life in an Urban Community</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Vowel diphthong /ou/ syllable patterns Variant vowel /oo/ syllable patterns
	5.3	15	Make connections/Summarize & synthesize	<ul style="list-style-type: none"> Reader's Theater: <i>John Henry</i> Fluency Poster: Inflection/Intonation—Volume 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Variant vowel syllable patterns Variant vowel syllable patterns

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list, leveled text file)	Phonics Workshop (See list, leveled text file)
<ul style="list-style-type: none"> Fix-up monitoring Summarize information 	6.1	16	Fix-up monitoring	<ul style="list-style-type: none"> Comprehension Anchor Posters: Fix-up monitoring/ Summarize information 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Variant vowel syllable patterns Variant vowel /ô/ syllable patterns
	6.2	17	Fix-up monitoring	<ul style="list-style-type: none"> Big Book: <i>Postcard Clues</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Variant vowel /ô/; soft c and g Consonant + le syllable patterns
	6.3	18	Fix-up monitoring/ Make connections	<ul style="list-style-type: none"> Reader's Theater: <i>Cry Out Liberty</i> Fluency Poster: Inflection/ Intonation—Stress 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Silent letters Compound words and silent letters
<ul style="list-style-type: none"> Make inferences Make predictions 	7.1	19	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make inferences/Make predictions 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Closed-syllable patterns Contractions
	7.2	20	Make inferences	<ul style="list-style-type: none"> Big Book: <i>The Ugly Duckling</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> CVCe syllable patterns Regular plurals
	7.3	21	Make inferences/ Fix-up monitoring	<ul style="list-style-type: none"> Reader's Theater: <i>The Tricky Garden</i> Fluency Poster: Phrasing—High-Frequency Word Phrases 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Open-syllable patterns Irregular plurals
<ul style="list-style-type: none"> Determine text importance Compare & contrast 	8.1	22	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/ Compare & contrast 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Vowel digraph syllable patterns -ed, -ing endings
	8.2	23	Determine text importance	<ul style="list-style-type: none"> Big Book: <i>Transportation Past and Present</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> r-controlled syllable patterns -er, -or endings
	8.3	24	Determine text importance/ Make inferences	<ul style="list-style-type: none"> Reader's Theater: <i>The Star-Spangled Banner Story</i> Fluency Poster: Expression—Anticipation and Mood 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Consonant + le, al, el syllable patterns Comparatives
<ul style="list-style-type: none"> Make connections Identify cause & effect 	9.1	25	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/Identify cause & effect 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Contractions -y endings
	9.2	26	Make connections	<ul style="list-style-type: none"> Big Book: <i>Why Do We Have Rules?</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Plurals -ly ending
	9.3	27	Make connections/ Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Androcles and the Lion</i> Fluency Poster: Expression—Characterization and Feelings 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Review -ed, -ing, -er, -or endings Prefix un-
<ul style="list-style-type: none"> Make inferences Draw conclusions 	10.1	28	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make inferences/ Draw conclusions 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Comparatives Prefix re-
	10.2	29	Make inferences	<ul style="list-style-type: none"> Big Book: <i>Stephanie Investigates</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> -y, -ly endings Prefix dis-
	10.3	30	Make inferences/Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>The Earth Day Garden</i> Fluency Poster: Expression—Dramatic Expression 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Prefixes un-, re-, dis- Suffix -less

Benchmark Literacy Grade 3 Year at a Glance

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Vocabulary, and Fluency	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> Ask Questions Identify Stated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> Comprehension Anchor Posters: Ask questions/ Identify stated main idea & supporting details 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	Compound words
	1.2	2	Ask questions	<ul style="list-style-type: none"> Genre Anchor Posters: Biography 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Compound words Adding -ing to words with VC and VCC patterns
	1.3	3	Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Harriet Tubman and the Underground Railroad</i> Fluency Poster: Speed/ Pacing—Varied 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Adding -ing to words with VC and VCC patterns Adding -ing to words with VCe and VCC patterns
<ul style="list-style-type: none"> Visualize Analyze Character 	2.1	4	Visualize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Visualize/Analyze character 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Adding -ing to words with VCe and VCC patterns Review of double e-drop, and no change
	2.2	5	Visualize	<ul style="list-style-type: none"> Genre Anchor Posters: Personal Narratives 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Review of double e-drop, and no change Adding -ed to words
	2.3	6	Visualize/Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Our New Home</i> Fluency Poster: Pausing—Short Pause 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Adding -ed to words Unusual past-tense words
<ul style="list-style-type: none"> Determine Text Importance Identify Sequence of Events 	3.1	7	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Identify sequence of events 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Unusual past-tense words Plural endings: adding -es, -ies
	3.2	8	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Historical Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Plural endings: adding -es, -ies Irregular plurals
	3.3	9	Determine text importance/ Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>Cesar Chavez Comes to Visit</i> Fluency Poster: Pausing—Full Stop 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Irregular plurals y + inflectional endings
<ul style="list-style-type: none"> Summarize & Synthesize Analyze Story Elements 	4.1	10	Summarize & synthesize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Summarize & synthesize/Analyze story elements 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> y + inflectional endings Syllable juncture in VCV and VCCV patterns
	4.2	11	Summarize & synthesize	<ul style="list-style-type: none"> Genre Anchor Posters: Realistic Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Syllable juncture in VCV and VCCV patterns More syllable juncture in VCV and VCCV patterns
	4.3	12	Summarize & synthesize/ Determine text importance	<ul style="list-style-type: none"> Reader's Theater: <i>The Great Lemonade Standoff</i> Fluency Poster: Inflection/ Intonation—Pitch 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> More syllable juncture in VCV and VCCV patterns Syllable juncture in VCV and VCCV patterns
<ul style="list-style-type: none"> Make Connections Make Inferences 	5.1	13	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/ Make inferences 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Syllable juncture in VCV and VCCV patterns Syllable juncture in VCCCV and VV patterns
	5.2	14	Make connections	<ul style="list-style-type: none"> Genre Anchor Posters: Trickster Tales 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Syllable juncture in VCCCV and VV patterns Open and closed syllables and inflected endings
	5.3	15	Make connections/ Summarize & synthesize	<ul style="list-style-type: none"> Reader's Theater: <i>Kanchil Outsmarts the Crocodile</i> Fluency Poster: Inflection/ Intonation—Volume 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Open and closed syllables and inflected endings Long a patterns in accented syllables

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Vocabulary, and Fluency	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> Fix-up Monitoring Distinguish & Evaluate Fact & Opinion 	6.1	16	Fix-up monitoring	<ul style="list-style-type: none"> Comprehension Anchor Posters: Fix-up monitoring/ Distinguish & evaluate fact & opinion 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Long a patterns in accented syllables Long i patterns in accented syllables
	6.2	17	Fix-up monitoring	<ul style="list-style-type: none"> Genre Anchor Posters: Persuasive Letters 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Long i patterns in accented syllables Long o patterns in accented syllables
	6.3	18	Fix-up monitoring/ Make connections	<ul style="list-style-type: none"> Reader's Theater: <i>The Food Pyramid Disaster</i> Fluency Poster: Inflection/ Intonation—Stress 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Long o patterns in accented syllables Long u patterns in accented syllables
<ul style="list-style-type: none"> Make Inferences Make Predictions 	7.1	19	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make Inferences/ Make predictions 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Long u patterns in accented syllables Long e patterns in accented syllables
	7.2	20	Make inferences	<ul style="list-style-type: none"> Genre Anchor Posters: Fairy Tales 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Long e patterns in accented syllables Unaccented final syllables (le)
	7.3	21	Make inferences/ Fix-up monitoring	<ul style="list-style-type: none"> Reader's Theater: <i>Rough-Face Girl</i> Fluency Poster: Phrasing—High-Frequency Word Phrases 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Unaccented final syllables (le) Unaccented final syllables (le, el, il, al)
<ul style="list-style-type: none"> Determine Text Importance Compare & Contrast 	8.1	22	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Compare & contrast 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Unaccented final syllables (le, el, il, al) Unaccented final syllables (er, ar, or)
	8.2	23	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Tall Tales 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Unaccented final syllables (er, ar, or) Agents
	8.3	24	Determine text importance/ Make inferences	<ul style="list-style-type: none"> Reader's Theater: <i>How Davy Crockett Moved the Sun</i> Fluency Poster: Expression—Anticipation and Mood 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Agents Final -y, -ey, and -ie
<ul style="list-style-type: none"> Make Connections Identify Cause & Effect 	9.1	25	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/ Identify cause & effect 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Final -y, -ey, and -ie Hard and soft c
	9.2	26	Make connections	<ul style="list-style-type: none"> Genre Anchor Posters: Pourquoi Tales 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Hard and soft c Hard and soft g
	9.3	27	Make connections/ Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Why the Sky Is Far Away</i> Fluency Poster: Expression—Characterization and Feelings 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Hard and soft g The sound of k spelled ck, ic, and x
<ul style="list-style-type: none"> Make Inferences Draw Conclusions 	10.1	28	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make inferences/ Draw conclusions 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> The sound of k spelled ck, ic, and x Prefixes (re-, un-)
	10.2	29	Make inferences	<ul style="list-style-type: none"> Genre Anchor Posters: Fables 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Prefixes (re-, un-) Prefixes (dis-, mis-, pre-)
	10.3	30	Make inferences/Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>The Ant and Grasshopper Show</i> Fluency Poster: Expression—Dramatic Expression 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Prefixes (dis-, mis-, pre-) Suffixes (-y, -ly, -ily)

Benchmark Literacy Grade 4 Year at a Glance

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read Aloud Focus (See recommended titles)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> Ask Questions Identify Stated & Unstated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> Comprehension Anchor Posters: Ask Questions/Identify stated and unstated main idea & supporting details 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Hyphenated compounds
	1.2	2	Ask questions	<ul style="list-style-type: none"> Genre Anchor Posters: Biography 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Hyphenated compounds -er and -est: no change, e-drop, and double
	1.3	3	Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Eleanor Roosevelt and Marian Anderson</i> Fluency Poster: Speed/Pacing–Varied 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> -er and -est: no change, e-drop, and double Challenging plurals
<ul style="list-style-type: none"> Determine Text Importance Identify Sequence of Events 	2.1	4	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance / Identify sequence of events 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Challenging plurals Long and short a patterns in accented syllables
	2.2	5	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Personal Narratives 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Long and short a patterns in accented syllables Long and short e patterns in accented syllables
	2.3	6	Determine text importance/Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Across a Stream</i> Fluency Poster: Pausing–Short Pause 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Long and short e patterns in accented syllables Long and short i patterns in accented syllables
<ul style="list-style-type: none"> Visualize Make Inferences 	3.1	7	Visualize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Visualize/Make inferences 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Long and short i patterns in accented syllables Long and short o patterns in accented syllables
	3.2	8	Visualize	<ul style="list-style-type: none"> Genre Anchor Posters: Historical Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Long and short o patterns in accented syllables Long and short u patterns in accented syllables
	3.3	9	Visualize/Determine text importance	<ul style="list-style-type: none"> Reader's Theater: <i>The Corps of Discovery</i> Fluency Poster: Pausing–Full Stop 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Long and short u patterns in accented syllables Ambiguous vowels in accented syllables (oy/oi and ou/ow)
<ul style="list-style-type: none"> Fix-Up Monitoring Summarize Information 	4.1	10	Fix-up monitoring	<ul style="list-style-type: none"> Comprehension Anchor Posters: Fix-up monitoring/Summarize information 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Ambiguous vowels in accented syllables (oy/oi and ou/ow) More ambiguous vowels in accented syllables (au, aw, al)
	4.2	11	Fix-up monitoring	<ul style="list-style-type: none"> Genre Anchor Posters: Realistic Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> More ambiguous vowels in accented syllables (au, aw, al) r-influenced a in accented syllables
	4.3	12	Fix-up monitoring/Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>Mushing in Alaska</i> Fluency Poster: Inflection/Intonation–Pitch 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> r-influenced a in accented syllables r-influenced o in accented syllables
<ul style="list-style-type: none"> Determine Text Importance Compare & Contrast 	5.1	13	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Compare & contrast 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> r-influenced o in accented syllables Words with w or /w/ sound before the vowel
	5.2	14	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Trickster Tales 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Words with w or /w/ sound before the vowel Schwa + r spelled er, ir, and ur in first syllables
	5.3	15	Determine text importance/Fix-up monitoring	<ul style="list-style-type: none"> Reader's Theater: <i>Leaf Monster</i> Fluency Poster: Inflection/Intonation–Volume 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Schwa + r spelled er, ir, and ur in first syllables Schwa + r and r-influenced e in accented syllables (er, ear, ere)

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> • Make Connections • Identify Cause & Effect 	6.1	16	Make connections	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make connections/Identify cause & effect 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Schwa + r and r-influenced e in accented syllables (er, ear, ere) • Unaccented final syllables (/chur/shur/yur/)
	6.2	17	Make connections	<ul style="list-style-type: none"> • Genre Anchor Posters: Pourquoi Tales 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Unaccented final syllables (/chur/shur/yur/) • Unaccented final syllables (en, on, ain, in)
	6.3	18	Make connections/ Determine text importance	<ul style="list-style-type: none"> • Reader's Theater: <i>Why Coyote Stopped Imitating His Friends</i> • Fluency Poster: Inflection/Intonation—Stress 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Unaccented final syllables (en, on, ain, in) • Unaccented final syllables (et, it, ate)
<ul style="list-style-type: none"> • Make Inferences • Draw Conclusions 	7.1	19	Make inferences	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make inferences/Draw conclusions 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Unaccented final syllables (et, it, ate) • y+ inflected endings
	7.2	20	Make inferences	<ul style="list-style-type: none"> • Genre Anchor Posters: Fairy Tales 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • y+ inflected endings • Unaccented initial syllables (a-, de-, be-)
	7.3	21	Make inferences/ Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>The Gingerbread Boy Uptown</i> • Fluency Poster: Phrasing—High-Frequency Word Phrases 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Unaccented initial syllables (a-, de-, be-) • Spellings with qu
<ul style="list-style-type: none"> • Summarize & Synthesize • Evaluate Author's Purpose 	8.1	22	Summarize & synthesize	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Summarize & synthesize/Evaluate author's purpose 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Spellings with qu • Words with silent consonants: t, g, w, k, h, gh
	8.2	23	Summarize & synthesize	<ul style="list-style-type: none"> • Genre Anchor Posters: Tall Tales 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Words with silent consonants: t, g, w, k, h, gh • ch, gh, and ph
	8.3	24	Summarize & synthesize/ Make inferences	<ul style="list-style-type: none"> • Reader's Theater: <i>Pecos Bill and Sluefoot Sue</i> • Fluency Poster: Expression—Anticipation and Mood 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • ch, gh, and ph • Consonants with vowel i (ci, si, ti)
<ul style="list-style-type: none"> • Make Connections • Distinguish & Evaluate Fact & Opinion 	9.1	25	Make connections	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make connections/Distinguish & evaluate fact & opinion 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Consonants with vowel i (ci, si, ti) • Prefixes (ex-, non-, in-)
	9.2	26	Make connections	<ul style="list-style-type: none"> • Genre Anchor Posters: Persuasive Letters 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Prefixes (ex-, non-, in-) • Prefixes (uni-, bi-, tri-)
	9.3	27	Make connections/ Summarize & synthesize	<ul style="list-style-type: none"> • Reader's Theater: <i>Battle for the Ballot</i> • Fluency Poster: Expression—Characterization and Feelings 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Prefixes (uni-, bi-, tri-) • Prefixes (pre-, fore-)
<ul style="list-style-type: none"> • Ask Questions • Make Judgments 	10.1	28	Ask questions	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Ask questions/Make judgments 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Prefixes (pre-, fore-) • Suffixes (-ful, -less, -ly, and -ness)
	10.2	29	Ask questions	<ul style="list-style-type: none"> • Genre Anchor Posters: Fables 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Suffixes (-ful, -less, -ly, and -ness) • Suffix y (no change, e-drop, and double)
	10.3	30	Ask questions/ Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>A Sheep in Wolf's Clothing</i> • Fluency Poster: Expression—Dramatic Expression 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Suffix y (no change, e-drop, and double) • Homographs

Benchmark Literacy Grade 5 Year at a Glance

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> Ask Questions Identify Stated & Unstated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> Comprehension Anchor Posters: Ask questions/Identify stated and unstated main idea & supporting details 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Prefixes (in-, un-, dis-, mis-)
	1.2	2	Ask questions	<ul style="list-style-type: none"> Genre Anchor Posters: Informational Text 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Prefixes (in-, un-, dis-, mis-) Prefixes (pre-, fore-, post-, after-)
	1.3	3	Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>One Giant Leap</i> Fluency Poster: Speed/Pacing—Varied 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Prefixes (pre-, fore-, post-, after-) Prefixes (re-, ex-, in-, de-)
<ul style="list-style-type: none"> Determine Text Importance Identify Sequence of Events 	2.1	4	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Identify sequence of events 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Prefixes (re-, ex-, in-, de-) Prefixes (sub-, com-, pro-, en-)
	2.2	5	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Realistic Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Prefixes (sub-, com-, pro-, en-) Suffixes (-y-, -ly-, -ily-)
	2.3	6	Determine text importance/Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Jornado!</i> Fluency Poster: Pausing—Short Pause 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Suffixes (-y-, -ly-, -ily-) Comparative suffixes (-er-, -est-, -ier-, -iest-)
<ul style="list-style-type: none"> Visualize Make Inferences 	3.1	7	Visualize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Visualize/Make inferences 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Comparative suffixes (-er-, -est-, -ier-, -iest-) Noun suffixes (-er-, -or-, -ian-, -ist-)
	3.2	8	Visualize	<ul style="list-style-type: none"> Genre Anchor Posters: Historical Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Noun suffixes (-er-, -or-, -ian-, -ist-) Suffixes (-ment-, -less-, -ness-)
	3.3	9	Visualize/Determine text importance	<ul style="list-style-type: none"> Reader's Theater: <i>Ponce de Leon and the Fountain of Youth</i> Fluency Poster: Pausing—Full Stop 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Suffixes (-ment-, -less-, -ness-) Suffixes (-ary-, -ery-, -ory-)
<ul style="list-style-type: none"> Fix-Up Monitoring Summarize Information 	4.1	10	Fix-up monitoring	<ul style="list-style-type: none"> Comprehension Anchor Posters: Fix-up monitoring/Summarize information 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Suffixes (-ary-, -ery-, -ory-) Suffixes (-ty-, -ity-)
	4.2	11	Fix-up monitoring	<ul style="list-style-type: none"> Genre Anchor Posters: Science Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Suffixes (-ty-, -ity-) Suffixes (-al-, -ial-, -ic-)
	4.3	12	Fix-up monitoring/Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>Wild Weather</i> Fluency Poster: Inflection/Intonation—Pitch 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Suffixes (-al-, -ial-, -ic-) Adjective suffixes (-ful-, -ous-, -ious-)
<ul style="list-style-type: none"> Determine Text Importance Compare & Contrast 	5.1	13	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Compare & contrast 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Adjective suffixes (-ful-, -ous-, -ious-) Verb suffixes (-en-, -ize-, -ify-)
	5.2	14	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Myths 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Verb suffixes (-en-, -ize-, -ify-) Suffix -ion-, no spelling change
	5.3	15	Determine text importance/Fix-up monitoring	<ul style="list-style-type: none"> Reader's Theater: <i>The Odyssey</i> Fluency Poster: Inflection/Intonation—Volume 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Suffix -ion-, no spelling change Suffix -ion- and -ian-, no spelling change

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
• Make Connections • Identify Cause & Effect	6.1	16	Make connections	• Comprehension Anchor Posters: Make connections/Identify cause & effect	• Leveled Texts for Comprehension Instruction	• Suffix -ion and -ian , no spelling change • Suffix -ion , e-drop , and spelling change
	6.2	17	Make connections	• Genre Anchor Posters: Biography	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Suffix -ion , e-drop , and spelling change • Suffixes -ation , -cation , -ition
	6.3	18	Make connections/ Determine text importance	• Reader's Theater: <i>Clara Barton: Angel of the Battlefield</i> • Fluency Poster: Inflection/Intonation—Stress	• Reader's Theater Scripts	• Suffixes -ation , -cation , -ition • Consonant alternation
• Make Inferences • Draw Conclusions	7.1	19	Make inferences	• Comprehension Anchor Posters: Make inferences/Draw conclusions	• Leveled Texts for Comprehension Instruction	• Consonant alternation • Vowel alternation: long to short
	7.2	20	Make inferences	• Genre Anchor Posters: Mystery	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Vowel alternation: long to short • Vowel alternation: long to short or schwa
	7.3	21	Make inferences/Make connections	• Reader's Theater: <i>Sleepless Beauty</i> • Fluency Poster: Phrasing—High-Frequency Word Phrases	• Reader's Theater Scripts	• Vowel alternation: long to short or schwa • Suffix -ity , vowel alternation, schwa to short
• Summarize & Synthesize • Evaluate Author's Purpose	8.1	22	Summarize & synthesize	• Comprehension Anchor Posters: Summarize & synthesize/Evaluate author's purpose	• Leveled Texts for Comprehension Instruction	• Suffix -ity , vowel alternation, schwa to short • Vowel alternations: long, short, and schwa
	8.2	23	Summarize & synthesize	• Genre Anchor Posters: Plays	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Vowel alternations: long, short, and schwa • Suffix -ion , vowel alternation, spelling change
	8.3	24	Summarize & synthesize/ Make inferences	• Reader's Theater: <i>The Lion and the Mouse Shoot Hoops</i> • Fluency Poster: Expression—Anticipation and Mood	• Reader's Theater Scripts	• Suffix -ion , vowel alternation, spelling change • Number prefixes (mono- , uni- , bi- , tri-)
• Make Connections • Distinguish & Evaluate Fact & Opinion	9.1	25	Make connections	• Comprehension Anchor Posters: Make connections/Distinguish & evaluate fact & opinion	• Leveled Texts for Comprehension Instruction	• Number prefixes (mono- , uni- , bi- , tri-) • Size prefixes (micro- , mega- , super- , hyper-)
	9.2	26	Make connections	• Genre Anchor Posters: Reviews	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Size prefixes (micro- , mega- , super- , hyper-) • Greek roots (tele , phon , photo , graph)
	9.3	27	Make connections/ Summarize & synthesize	• Reader's Theater: <i>Hansel and Gretel: The True Story</i> • Fluency Poster: Expression—Characterization and Feelings	• Reader's Theater Scripts	• Greek roots (tele , phon , photo , graph) • Greek roots (geo , therm , scope , meter , logy)
• Ask Questions • Make Judgments	10.1	28	Ask questions	• Comprehension Anchor Posters: Ask questions/Make judgments	• Leveled Texts for Comprehension Instruction	• Greek roots (geo , therm , scope , meter , logy) • Latin roots (spect , port , form)
	10.2	29	Ask questions	• Genre Anchor Posters: Persuasive Essays	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Latin roots (spect , port , form) • Latin roots (dic , aud , vis)
	10.3	30	Ask questions/ Make connections	• Reader's Theater: <i>City Kids, Country Kids</i> • Fluency Poster: Expression—Dramatic Expression	• Reader's Theater Scripts	• Latin roots (dic , aud , vis) • Words from other languages

Benchmark Literacy Grade 6 Year at a Glance

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> Ask Questions Identify Stated & Unstated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> Comprehension Anchor Posters: Ask questions/Identify stated and unstated main idea & supporting details 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Suffixes (-ent/-ence, -ant/-ance)
	1.2	2	Ask questions	<ul style="list-style-type: none"> Genre Anchor Posters: Biography 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Suffixes (-ent/-ence, -ant/-ance) Suffixes (-ent/-ence/-ency, -ant/-ance/-ancy)
	1.3	3	Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Give Me Liberty or Give Me Death</i> Fluency Poster: Speed/Pacing–Varied 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Suffixes (-ent/-ence/-ency, -ant/-ance/-ancy) Suffixes (-able/-ible)
<ul style="list-style-type: none"> Determine Text Importance Identify Sequence of Events 	2.1	4	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Identify sequence of events 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Suffixes (-able/-ible) Suffixes (-able and -ible, e-drop and y to i)
	2.2	5	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Realistic Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Suffixes (-able and -ible, e-drop and y to i) Prefix assimilation (in-)
	2.3	6	Determine text importance/Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Romeo and Juliet in Beverly Hills</i> Fluency Poster: Pausing–Short Pause 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Prefix assimilation (in-) Prefix assimilation (com-)
<ul style="list-style-type: none"> Visualize Make Inferences 	3.1	7	Visualize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Visualize/Make inferences 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Prefix assimilation (com-) Prefix assimilation (sub-)
	3.2	8	Visualize	<ul style="list-style-type: none"> Genre Anchor Posters: Historical Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Prefix assimilation (sub-) Prefix assimilation (ex-, ob-)
	3.3	9	Visualize/Determine text importance	<ul style="list-style-type: none"> Reader's Theater: <i>The New Colossus</i> Fluency Poster: Pausing–Full Stop 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Prefix assimilation (ex-, ob-) Prefix assimilation (ad-)
<ul style="list-style-type: none"> Fix-Up Monitoring Summarize Information 	4.1	10	Fix-up monitoring	<ul style="list-style-type: none"> Comprehension Anchor Posters: Fix-up monitoring/Summarize information 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Prefix assimilation (ad-) Number prefixes (quadr-/quar-, quint-/pent-, oct-, dec-, cent-)
	4.2	11	Fix-up monitoring	<ul style="list-style-type: none"> Genre Anchor Posters: Mystery 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Number prefixes (quadr-/quar-, quint-/pent-, oct-, dec-, cent-) Amounts (magni, min, poly, equ, omni)
	4.3	12	Fix-up monitoring/Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>The Red-Headed League</i> Fluency Poster: Inflection/Intonation–Pitch 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Amounts (magni, min, poly, equ, omni) Senses (dict, spect/spic, spir, tact/tag/tang)
<ul style="list-style-type: none"> Determine Text Importance Compare & Contrast 	5.1	13	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Compare & contrast 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Senses (dict, spect/spic, spir, tact/tag/tang) Actions (fract/frag, rupt, flect/flex, vers/vert)
	5.2	14	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Myths 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Actions (fract/frag, rupt, flect/flex, vers/vert) Air, land, water, & light (aero, aster, hydr, naut/nav, photo, terr)
	5.3	15	Determine text importance/Fix-up monitoring	<ul style="list-style-type: none"> Reader's Theater: <i>Hercules in the 21st Century</i> Fluency Poster: Inflection/Intonation–Volume 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Air, land, water, & light (aero, aster, hydr, naut/nav, photo, terr) People (dem, greg, pol/polis, pop/pub, civ)

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> • Make Connections • Identify Cause & Effect 	6.1	16	Make connections	• Comprehension Anchor Posters: Make connections/ Identify cause & effect	• Leveled Texts for Comprehension Instruction	• People (dem, greg, pol/polis, pop/pub, civ) • Ruling and governing (archy, cracy, dom, reg)
	6.2	17	Make connections	• Genre Anchor Posters: Plays	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Ruling and governing (archy, cracy, dom, reg) • Order (equa/equi, medi, prim, proto, secu/sequ)
	6.3	18	Make connections/ Determine text importance	• Reader's Theater: <i>The Tell-Tale Heart</i> • Fluency Poster: Inflection/ Intonation—Stress	• Reader's Theater Scripts	• Order (equa/equi, medi, prim, proto, secu/sequ) • Body (man, ped, pod, ped)
<ul style="list-style-type: none"> • Make Inferences • Draw Conclusions 	7.1	19	Make inferences	• Comprehension Anchor Posters: Make inferences/ Draw conclusions	• Leveled Texts for Comprehension Instruction	• Body (man, ped, pod, ped) • Care & illness (cur, path, phobia, itis, vol)
	7.2	20	Make inferences	• Genre Anchor Posters: Informational Text	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Care & illness (cur, path, phobia, itis, vol) • Time & family (chron, mat, matr, pat, patr, onym, doc)
	7.3	21	Make inferences/Make connections	• Reader's Theater: <i>The Gettysburg Address</i> • Fluency Poster: Phrasing—High-Frequency Word Phrases	• Reader's Theater Scripts	• Time & family (chron, mat, matr, pat, patr, onym, doc) • Opposites (ante, post, bene, mal, hyper, hypo)
<ul style="list-style-type: none"> • Summarize & Synthesize • Evaluate Author's Purpose 	8.1	22	Summarize & synthesize	• Comprehension Anchor Posters: Summarize & synthesize/ Evaluate author's purpose	• Leveled Texts for Comprehension Instruction	• Opposites (ante, post, bene, mal, hyper, hypo) • Predictable spelling changes in word roots (ceiv/cep, tain/ten, nounce/nunc)
	8.2	23	Summarize & synthesize	• Genre Anchor Posters: Science Fiction	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Predictable spelling changes in word roots (ceiv/cep, tain/ten, nounce/nunc) • Latin roots: (scrib/script, cred, fac)
	8.3	24	Summarize & synthesize / Make inferences	• Reader's Theater: <i>The War of the Worlds, A.D. 2056</i> • Fluency Poster: Expression—Anticipation and Mood	• Reader's Theater Scripts	• Latin roots: (scrib/script, cred, fac) • Latin roots: (duc/duct, flu, ver/vert)
<ul style="list-style-type: none"> • Make Connections • Distinguish & Evaluate Fact & Opinion 	9.1	25	Make connections	• Comprehension Anchor Posters: Make connections/Distinguish & evaluate fact & opinion	• Leveled Texts for Comprehension Instruction	• Latin roots: (duc/duct, flu, ver/vert) • Latin roots: (gen, mort, bio)
	9.2	26	Make connections	• Genre Anchor Posters: Reviews	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Latin roots: (gen, mort, bio) • Latin roots: (ven/vent, junct, spir, sec/sect)
	9.3	27	Make connections/ Summarize & synthesize	• Reader's Theater: <i>A Christmas Carol: The Characters Live!</i> • Fluency Poster: Expression—Characterization and Feelings	• Reader's Theater Scripts	• Latin roots: (ven/vent, junct, spir, sec/sect) • Words and phrases from other languages: Spanish
<ul style="list-style-type: none"> • Ask Questions • Make Judgments 	10.1	28	Ask questions	• Comprehension Anchor Posters: Ask questions/Make judgments	• Leveled Texts for Comprehension Instruction	• Words and phrases from other languages: Spanish • Words and phrases from other languages: French
	10.2	29	Ask questions	• Genre Anchor Posters: Persuasive Essays	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Words and phrases from other languages: French • Words and phrases from other languages: German
	10.3	30	Ask questions/ Make connections	• Reader's Theater: <i>Ain't I a Woman?</i> • Fluency Poster: Expression—Dramatic Expression	• Reader's Theater Scripts	• Words and phrases from other languages: German • Eponyms: places, things, actions